



Equality & Diversity Policy

Table of Contents

1. Introduction.....	3
2. Our approach to equality is based on the following 7 key principles.....	3
3. Purpose of the Policy	3
4. The Public Sector Equality Duty or “general duty”	4
5. Development of the Policy	4
6. What we are doing to eliminate discrimination, harassment and victimisation	4
7. Behaviour, Exclusions and Attendance.....	4
8. Addressing prejudice and prejudice-based bullying.....	5
9. What we are doing to advance equality of opportunity between different groups	5
10. Positive Action.....	6
11. What we are doing to foster good relations	6
12. Publishing Equality Objectives (see Equality Action Plan/School Improvement Plan).....	6
13. Monitoring and reviewing objectives.....	7
14. Roles and Responsibilities	7
15. Equal Opportunities for Staff	8
16. Monitoring and reviewing the policy	8
APPENDIX I - Information about the Pupil Population	9
APPENDIX II - Staff & Governor Check List	10
APPENDIX III - Equality Action Plan 2016-2019	11

1. Introduction

Castlebar School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all students can make good progress and achieve to their highest potential
7. **We work to raise standards for all students,** but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

3. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

4. The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by April 6th 2012;
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

5. Development of the Policy

This policy was developed in consultation with students e.g. school council, staff, governors, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we considered the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. For further information please refer to the school’s Admission policy.

7. Behaviour, Exclusions and Attendance

The school policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

8. Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents.

9. What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, with ESCAN and other educational and healthcare professionals to identify barriers to learning and develop strategies to support all pupils.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement
- We take action to close any gaps, for example, monitoring those with below expected progress and developing strategies to ensure the best educational outcomes for all.
- We collect and analyse data:
 1. on the school population by gender and ethnicity
 2. on the % of students identified as having a particular special educational need and/or disability and by their principal need or disability
 3. on the school population for whom additional pupil premium funding has been received against those who do not, to measure the effects of poverty
 4. by year group – in terms of ethnicity, gender and proficiency in English
 5. on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
 6. We report on end of key stage data to the DFE.
 7. We also collect, analyse and use data in relation to attendance and exclusions of different groups
 8. we analysis the data relating to extended school attendance to identify under participation by particular groups with a protected characteristic

Further information can be obtained by contacting the school.

- We avoid language that runs the risk of placing a ceiling on students' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all students
- We provide support to students at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

10. Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

11. What we are doing to foster good relations

- We prepare our students for life in a diverse society and ensure there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about socialisation and tolerance via our PSD curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures through our UW curriculum, school trips and class cooking.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events
- We include Equalities matters in our Newsletters to parents and Carers

Other ways we address equality issues

- We maintain records of all training relating to Equalities
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.

To ensure the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, structured conversations with parents and/or focus meetings or governors' parent-consultation meetings.
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the School Council, PSD lessons, whole school surveys on children's attitudes to self and school
- Analyse feedback from Annual Reviews or reviews of progress on Individual Education Plans, mentoring and support; ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

12. Publishing Equality Objectives (see Equality Action Plan/School Improvement Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis (census) which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2016-2019 are:

Students:

- To enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN
- To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.
- To ensure that all pupils for which pupil premium is received have access to additional resources and experiences where necessary to close the gap or reduce inequalities.

Progress made with these objectives: A robust tracking system monitors achievement of all pupils to ensure expectations are achieved and where they are not that this is investigated and action taken to support the individual pupil.

The PSD & UW curriculum is used to promote awareness and an appreciation of the different cultures within our school and the wider community. Day trips to places of cultural interest are organised. Cooking lessons are used to promote knowledge of world foods, and school assemblies are used to promote awareness of different religious and cultural celebrations. Parents are encouraged to participate in the sharing of knowledge about their own culture and school visits are encouraged.

Tracking demonstrates that all pupils entitled to pupil premium have access to extended provision (possibly including transport home) and/or receive targeted access to multidisciplinary support &/or additional literacy/numeracy interventions.

Staff & Governors:

- To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.

Progress made with these objectives:

Equality training is an integral part of the school induction programme for Staff and for Governors. All staff participate in the EDUCARE online training programme. Governors are encouraged to attend equality training available through the local authority. The Chair of Governors attended Governor Equality Training and all Governors are encouraged to read this Equality Policy.

Staff and Governors have participated in the writing of this policy.

Castlebar has nominated the Headteacher to have responsibility for promoting equality in the workplace. He will work closely with the Governor assigned for equality named as the Chair of Governors.

13. Monitoring and reviewing objectives

We review and update our equality objectives every three years and report annually to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents/carers.

14. Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

I. **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Different aspects of this policy will be monitored by the relevant governor subcommittee – e.g. the Pupil and Parents Committee will monitor exclusion data.

Governors review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

II. **Headteacher and Leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

III. **Teaching and Support Staff**

All teaching and support staff will:

- a. promote an inclusive and collaborative ethos in their classroom
- b. challenge prejudice and discrimination

- c. deal fairly and professionally with any prejudice-related incidents that may occur
- d. plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of: race; gender and disability, and maintain the highest expectations of success for all students
- e. support different groups of students in their class through differentiated planning and teaching
- f. keep up-to-date with equalities legislation relevant to their work
- g. We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure and on-going refresher training every two years.

IV. **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

15. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. School staff and volunteers are part of the diverse community at Castlebar.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

16. Monitoring and reviewing the policy

We review the information about equalities in the policy **annually** and make adjustments as appropriate. Our review involves students, staff, governors and parents and carers.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX I - Information about the Pupil Population

Information on pupils by protected characteristics:

Protected characteristics are: disability, gender reassignment, pregnancy & maternity, race (ethnicity), religion & belief, sex (gender) and sexual orientation.

Disability is defined by the equality act as when a person has a physical or mental impairment which has a substantial and long term effect on that person’s ability to carry out normal day to day activities.

The numbers of pupils at our school with the various protected characteristics are shown below:

		Number of Pupils	% of school population
	Number of Pupils on roll	152	-
Type of Disability	Number of pupils with disabilities	152	100.0%
	Severe learning difficulties	77	50.7%
	Moderate learning difficulties	75	49.3%
	Autistic spectrum conditions	80	52.6%
	Emotional & behavioural difficulties	n/a	n/a
	Physical Disabilities	0	0.0%
Religion & Belief	Buddhist	1	0.7%
	Christian	39	25.7%
	Hindu	14	9.2%
	Jewish	0	0.0%
	Muslim	63	41.4%
	Sikh	14	9.2%
	No religion	15	9.9%
	Other Religion	6	3.9%
	Unknown	0	0.0%
Gender	Male	109	71.7%
	Female	43	28.3%

Ethnicity & Race		Male	Female	Total	%
Asian or Asian British	Bangladeshi heritage	2	0	2	1.3%
	Indian heritage	15	8	23	15.1%
	Pakistani heritage	6	3	9	5.9%
	Other Asian heritage	5	1	6	3.9%
Black or Black British	Nigerian	3	1	4	2.6%
	Caribbean	6	1	7	4.6%
	Somali	16	8	24	15.8%
	Ghanaian	0	2	2	1.3%
	Other Black African	4	1	5	3.3%
	Other Black heritage	1	1	2	1.3%
White	British Heritage	6	5	11	7.2%
	Irish Heritage	3	1	4	2.6%
	White Eastern European	4	2	6	3.9%
	White Western European	0	1	1	0.7%
	Traveller of Irish Heritage	0	0	0	0.0%
	Gypsy/Romany	0	0	0	0.0%
	Any other white background	1	0	1	0.7%
Mixed	White & Asian	3	1	4	2.6%
	White & Black African	3	0	3	2.0%
	White & Black Caribbean	3	3	6	3.9%
	Other mixed heritage	3	1	4	2.6%
Other	Afghan	7	1	8	5.3%
	Arab	8	1	9	5.9%
	Iranian	1	0	1	0.7%
	Iraqi	3	0	3	2.0%
	Any other ethnic group	4	1	5	3.3%
	Information withheld	2	0	2	1.3%
	Information not yet obtained	0	0	0	0.0%

APPENDIX II - Staff & Governor Check List

✓	<ul style="list-style-type: none"> Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
✓	<ul style="list-style-type: none"> How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
✓	<ul style="list-style-type: none"> Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
✓	<ul style="list-style-type: none"> Does the curriculum include opportunities to understand the issues related to race, disability and gender?
✓	<ul style="list-style-type: none"> Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
✓	<ul style="list-style-type: none"> Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents recorded and reported to the governing body termly and to the local authority on an annual termly basis?
✓	<ul style="list-style-type: none"> Are visual displays reflective of the diversity of your school community? Are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
✓	<ul style="list-style-type: none"> Does the school take part in annual events such as Black History Month and hold assemblies to celebrate cultural events, raising awareness of issues around race, disability and gender?
✓	<ul style="list-style-type: none"> Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
✓	<ul style="list-style-type: none"> Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
✓	<ul style="list-style-type: none"> Are procedures for the election of parent governors open to candidates and voters who are disabled?

APPENDIX III - Equality Action Plan 2016-2019

1. To enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.
3. To ensure that all pupils for which pupil premium is received have access to additional resources and experiences where necessary to close the gap or reduce inequalities.
4. To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.

Eliminate discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Success Measure
1. To enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN	To use VB Map to inform progress tracker, in order to demonstrate very small steps of progress.	Through progress meetings with Assistant Heads, reports to SLT and the Governing Body Curriculum Committee	SLT & Middle leaders	Sept 2017	All SLD pupils below P4 will demonstrate 1-2 PIVATS progress or equivalent steps
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.	To arrange termly integrated art focussed workshops with Perivale mainstream school and Castlebar Special school.	Through feedback from pupils and staff on the enjoyment of the sessions and awareness of differences.	CD Lead	Jan 2018	All evaluations will indicate that the partnership has increased awareness
3. To ensure that all pupils for which pupil premium is received have access to additional resources and experiences where necessary to close the gap or reduce inequalities.	Revise charging & remissions policy - exempt FSM pupils from charges for extended school provision To target FSM children and those who are considered less active/overweight to attend afterschool clubs that are physical and promote healthier lifestyles.	Attendance to clubs to be monitored and data analysed. Results to be shared with Governors	Extended school lead	March 2017	Charging & remissions policy reviewed and charges for extended school activities have been introduced for non FSM pupils from the Spring term 2017. Attendance & take up are being monitored. Funding for a Fitter Castlebar has been applied for and if successful will provide targeted support for disadvantaged groups.
4. To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.	To increase awareness of this Equality Policy among Governors and Staff	Educare equality training to be undertaken by all staff in the Summer term	CPD Lead	Sept 2017	All staff will receive a course certificate and will have increased awareness and understanding around equality.